

Periodic Review/ Program Evaluation

Summary of Progress

October 18, 2006

Prepared for the Superintendent of Public Instruction's
Teacher Preparation Policy Study Group

The Mandate

(updated 1979)

The PR/PE process is mandated by
Administrative Rule 390.1151 (1).



Administrative Rule 390.1151 (1)

"The state board approves certain institutions and their programs for the purposes of preparing applicants for certification. Upon request of the state board, a teacher education institution shall present a report of its teacher education curricula and definitions of majors and minors. The programs of an approved teacher education institution are subject to periodic review by the state board."



The Beginning

The Periodic Review Council first met in 1985.

The council's charge:

To propose standards of quality for teacher education programs in Michigan subject to SBE approval.

TSI Cycle

5-year cycle of PR/PE 1994-1999

- Utilized NCATE review process.
- Utilized NCATE unit standards.
- NCATE BOE training was provided for a large number of Michigan reviewers.
- On-site visits for every Michigan institution.
- Joint teams sent to NCATE-accredited institutions.



1st cycle

- On-site teams reviewed education unit, Michigan specific standards and all specialty programs.
- Teams wrote a comprehensive report containing approval recommendations.
- Institutions submitted a formal rejoinder to react to the teams findings.



1st cycle

- PR Council reviewed all the documentation, reports, and rejoinder and submitted approval recommendations to the SBE for both unit and specialty programs.
- The State Board of Education discussed the PR Council's recommendations before approving education units and programs. (full, conditional, with weakness, or not approved)

1st

- Strengths -

cycle

- First comprehensive review of Michigan's teacher prep institutions.
- All institutions reviewed against the same unit standards.
- Reviewers well trained and able to work along side of experienced NCATE reviewers.



1st Additional Strengths Cycle

- Opened dialogue between teacher ed and liberal arts faculty.
- Increased SBE awareness of the complexity of teacher preparation.



1st cycle

- Weaknesses -



- Michigan reviewers were not content experts for all the specialty programs they were asked to evaluate.
- Specialty programs used standards from a wide variety of sources.
- Recommendation forms lacked consistency between specialty program areas and different reviewers.
- The PR Council had to “second guess” what was discovered at the site visit on the basis of a quick review of all documents.

1st cycle

- Additional Weaknesses -

- Some institutions felt it was not appropriate to hold them to NCATE unit standards.
- Vast amounts of paperwork was prepared and distributed to reviewers.
- On-site expenses of State review teams were borne by the State.



**2nd
Cycle**

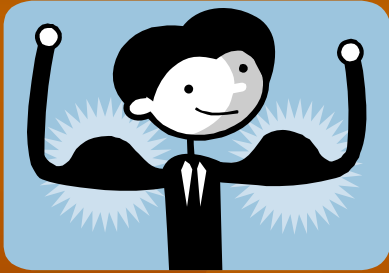
5-year cycle of PR/PE 2000-2005

- Utilized State review process for institutions not accredited by NCATE Utilized State unit criteria for institutions not accredited by NCATE.
- Specialty programs were reviewed separately from education units, each program on a different schedule.
- Institutions could choose between state review of specialty programs or review by NCATE SPAs.

2nd Cycle

- All documentation was submitted and disseminated electronically.
- Reviews were all completed off-site.
- The PR Council was maintained only to hear contested approval decisions (none occurred).
- Approval decisions were made by the OPPS.





- Strengths - 2nd Cycle

- The State established its own “Critical Accountability Factors” for unit review.
- The State facilitated the development of specialty program standards for many curricular areas between 1999 and 2002.
- All specialty programs were reviewed against specified standards by content experts.

Critical Accountability Factors

2nd Cycle

1. The unit prepares teacher candidates who possess the content knowledge, pedagogical skills, and dispositions for teaching and learning.
2. The unit provides teacher candidates opportunities for clinical practice in settings that support the development of knowledge, skills, and dispositions appropriate for the grade level and subject area of **preparation**.
3. The unit provides teacher candidates the opportunity to learn about, interact with and practice with, individuals of diverse racial, cultural, socio-economic backgrounds, and gender orientation.

Critical Accountability Factors

2nd Cycle

4. The unit supports and promotes the appointment of faculty that possess the knowledge, skills, and dispositions for teaching and learning.
5. The institution prepares teacher candidates to interact with and involve parents and community representatives to support teaching and learning.
6. The institution prepares teacher candidates to use technology to support teaching and learning.

Critical Accountability Factors

7. The unit meets all statutory, regulatory, and policy requirements for teacher certification.
8. Program Graduate Survey Data regarding impressions of your teacher preparation programs, as available, from the following sources: program graduates, teacher education and specialty-area faculty, cooperating teachers, and employing districts. Explain how the data is used for program improvement.
9. MTTC Pass Rates
10. Program statistics

- Additional Strengths - 2nd cycle

- Specialty program reviewers were trained in the process and often helped develop the specialty program standards.
- Established baseline for input expectations with all specialty programs meeting current State standards.



2nd - Additional Strengths cycle

- Continued to develop relationships between teacher ed and liberal arts faculty.
- Provided opportunities for professional development and networking between specialized faculty in various institutions.
- NCATE institutions were offered a choice between State and SPA review of specialty programs.



2nd
Cycle

- Weaknesses -



- Getting all specialty programs to provide what was needed to meet state standards was time-consuming.
- Staff was challenged to keep track of specialty review status.
- Expensive in terms of staff time.
- Unit review was interrupted mid-cycle and not completed.

3rd

PR/PE 2005-2012 (delayed implementation)

Cycle

- Institutions were involved in several workshops to establish the process and come to agreement regarding plans for collecting and reporting outcome data.
- Institutions asked to choose between NCATE, TEAC, and State unit review.



3rd Cycle

- NCATE or TEAC accredited institutions must submit specialty programs for review through NCATE SPAs or TEAC audit process.
- State to accept decisions of accrediting bodies without further review.



3rd

- Additional Plans -

cycle

- State review of education units to be focused on outcome data providing evidence that the ELSMT are met.
- State review of specialty programs to be focused on outcome data providing evidence that the preparation standards are met.
- Specialty programs to be reviewed in conferences with the participation of every institution offering a program in each area.



3rd

- Additional Plans -

Cycle

- Content experts from every institution offering a particular program would plan for the data to be submitted based on the preparation program standards.
- Content experts would offer assistance to peers, participate in a peer review conference, and have opportunities for professional development.



3rd

Current Status – on hold

cycle

- 2005-2006 pilot process developed for special education programs for implementation in 2006-2007.
- 2005-2006 development begun for pilot unit review process beginning with ELSMT standard 7 (technology).
- 2006-2007 development of pilot review processes for mathematics, health, and physical education.

3rd

Current Status – in process

Cycle

- State Partnership agreement with TEAC approved in 2005.
- Title II performance score criteria approved by SBE in June 2006.
- Survey of student teachers instituted in 2005-2006 for all institutions.
- Survey of student teacher supervisors began fall 2006.
- New State Partnership agreement with NCATE submitted fall 2006.



3rd Related Recommendations cycle

- SBE approval of standards for the preparation of elementary teachers.
- SBE approval of revised ELSMT to provide PD guidelines throughout a teacher's career.
- Post approval status of teacher preparation units and specialty programs on the web.
- Post selected unit outcome data on the web.



3rd Cycle

Additional Recommendations

- Consider the impact of the high school merit curriculum on teacher preparation.
- Revisit specialty program standards to align with the High School Merit Curriculum (including GLCEs) and changes in national standards.



For additional information contact...

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